

Name of Publisher: BRIGHT EDUCATION RESEARCH SOLUTIONS

Area of Publication: Business, Management and Accounting (miscellaneous)



Journal of Management & Social Science

ISSN Online: 3006-4848
ISSN Print: 3006-483X

<https://rjmss.com/index.php/7/about>

RECOGNIZED IN "Y"
CATEGORY BY



[CHALLENGES FACED BY THE HEADTEACHERS IN SPECIAL EDUCATION SCHOOLS OF STUDENTS WITH HEARING IMPAIRMENT]

Dr. Muhammad Nazir*

Lecturer, Special Education, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan. Email: muhammad.nazir@ue.edu.pk

Dr. Hina Hadayat Ali

Assistant Professor / Coordinator, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan. Email: hina.hadayat@ue.edu.pk

Muhammad Akram Sabir

Lecturer, Special Education, Government Training College for the Teachers of Blind Lahore, Pakistan . Email: makramsabir22@gmail.com

Review Type: Double Blind Peer Review

ABSTRACT

The study aimed to explore the challenges faced by the headteachers in special education schools of students with hearing impairment. It was a descriptive research conducted to explore the monetary, management and disciplinary challenges. Survey design was utilized in the research for the purpose of data collection from the study respondents in terms of a questionnaire. The population of this research project was Public Special Education Schools of Faisalabad District. Investigator selected the sample by using convenient sampling technique. Researcher selected forty public and private special education schools/centers of district Faisalabad, working for the students with hearing impairment. Researcher selected a sample of 40 headmasters/deputy headmasters from the public and private special education schools for the data collection. Questionnaire in the form of five point Likert scale containing 42 statements was used for this research as a research instrument. Researcher visited the public and private special education schools of the students with hearing impairment of division Faisalabad including its districts i.e. Toba Tek Singh, Chiniot and Jhang. After the collection of questionnaires the researcher made a list of schools and students providing data. The record data was analyzed through frequency, mean and standard deviation. The study results revealed that monetary challenges faced by the headteachers of the schools of students with hearing impairment included poor budgetary allocations, unnecessary delay in bills processing, and untrained staff in managing the budget of the schools. The management challenges faced by the headteachers included the shortage of teachers, lack of modern audiometers, and untrained professionals. The disciplinary challenges faced by the headteachers included the uncontrolled behavior of the students with hearing impairment, skipping from the classes by the students, non-serious attitude of the staff in controlling of the students in classes.

Keywords: Challenges, Headteachers, Special Education.

Introduction

Speech and other sounds are difficult or impossible to hear with hearing impairment. Hearing loss comes in several forms and can be mild, moderate, severe, or profound. Hearing loss can be either permanent or temporary (Health-Direct Australia, 2024).

People who have hearing loss deal with a number of problems, including muffling speech and other sounds, difficulty understanding words, particularly in noisy environments or crowds, difficulty hearing non-vowel letters in the alphabet, frequently asking others to speak more slowly, clearly, and loudly, having to turn up the volume on the television or radio, avoiding certain social situations, being bothered by background noise, and tinnitus, or ringing in the ears (Mayo Clinic, 2024).

Effective school leadership has the second-largest impact on student learning after classroom instruction (Day et al., 2009). The leadership of the head teacher in particular may play a significant role in promoting changes to the way the school is run and the atmosphere in which students learn. In a similar vein, a meta-analysis of data and evidence conducted by Robinson et al. (2009) revealed that leaders' capacity to affect their school's education had the biggest impact. By eliminating staff distractions and concentrating on the main organizational tasks, leaders were able to create an

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

environment that encouraged improvements in teaching and learning through performance management (Jensen et al., 2012). "To date, we have not found a single documented case of a school improving its student achievement record in the absence of talented leadership," (Leithwood & Seashore-Louis, 2012).

As part of his EdD studies at the Institute of Education, University of London, John Baker, the headmaster of the largest day special school in Essex for students with a variety of learning impairments, conducted an empirical study. It focuses on the opportunities and perceived obstacles that head teachers of special schools for students with learning impairments and difficulties (LDD) have, as well as the solutions they employ to deal with these chances and challenges. The sample for this study consisted of nine head teachers from a single local authority in the southern region of England. Four headteachers were selected as a subset, and the technique used postal/email surveys with follow-up semi-structured interviews. The headteachers of special schools cited continuous change, unrelenting school improvement, financial worries, bureaucracy, and striking a balance between work and personal life as the primary obstacles. Opportunities that were perceived included outreach services to mainstream schools and partnerships with other schools; other programs like Building Schools for the Future and specialized school status were also noted. John Baker offers tactics to assist head teachers in overcoming these obstacles and making sure that possibilities materialize (Baker, 2009).

According to Chapman et al. (2011), there are a few specific concerns that are relevant to comprehending special education leadership. A child who is classified as having special education needs in one school or local authority may not be in another due to differences in local policy, practice, and terminology; challenges in evaluating the progress of children with complex needs; and the evolving nature of special education students, which includes a rise in the number of children with more severe and complex impairments.

Ainscow et al. (2003) conducted a review of the literature on management and leadership in special schools, emphasizing the necessity of leadership to allow special schools to deliver high-quality instruction under current conditions while also creating new roles. In a similar vein, Rayner et al. (2005) contend that special schools are a distinct kind of service and that their position within the educational system is especially precarious. They come to the conclusion that in order to avoid closure, leaders must not only restructure their personnel but also alter their instructional role (e.g., by spending more time helping mainstream schools meet the requirements of its SEN students).

Baker (2009) identified the primary issues of the current situation by drawing on his small research with nine heads of special schools for students with impairments and learning difficulties. Key challenges mentioned by school leaders included bureaucracy, financing worries, constant change, unrelenting school improvement, and striking a balance between work and personal life. Outreach services to mainstream schools and partnerships with other schools were among the perceived potential.

The difficulties faced by principals of special education schools in Turkey were the subject of a research. There are several issues that affect school management and administrators, according to the literature. The majority of these issues were related to school staff. The research identified many obstacles, including a shortage of Special

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

Education (SPED) teachers and their turnover, a lack of expertise in educating kids with disabilities, work-related issues, and a lack of cooperation and advocacy among school personnel. Studies that examine the difficulties faced by SPED school administrators are scarce in Turkey. Thus, the goal of this study was to investigate the difficulties faced by principals of Turkish SE schools and if these difficulties differ from those documented in the literature. Twelve principals of schools participated in a semi-structured interview process. According to the study's findings, some of the difficulties Turkish SPED principals have been dealing with are mentioned in the literature, while others are not. Future research directions and practical implications are discussed (Golzer et al., 2023).

Learning takes place in a formal setting at school. That is where formal education programs are put into practice. The efficacy of the education system's policies and execution may also be assessed through schools. Different kinds of schools and programs have been developed in response to the varied demands in assessing kids' potential. The special education program is one of the most significant initiatives in Malaysia's educational system. Students with special needs are placed in specific schools within a community. Several student categories, including those who are learning, hearing, or vision challenged, are also included in this special education program. There are several kinds of student limitations even within the learning issues group. School leadership must play a significant role in steering special education programs in a more positive direction. Implementing leadership in special education presents a number of difficulties as a result of this variability. The purpose of this quick research was to find out what school principals thought about the difficulties of managing special education. Eleven headmasters from a special education program in Batu Pahat, Johor, Malaysia, were interviewed for the qualitative study. It is anticipated that the study's conclusions will give a fundamental summary of the difficulties faced by special education leaders. It was discovered that the largest issue facing special education head teachers is the inability to get the necessary funding to carry out the required special education activities. Complete infrastructure is also a financial limitation because some schools lack amenities that are accessible to people with disabilities (Nordin, 2021).

Review Of Related Literature

The discrepancy between the usual capacity to perceive sound and its defined norms is known as hearing loss (Bluestone, 2003). According to Brill et al. (1986), a hard of hearing individual is someone who, with the use of a hearing aid, typically has residual hearing adequate to facilitate successful processing of linguistic information by audition. Hearing loss can occur when any component of the hearing system is disrupted. A hearing impairment is defined as any level of hearing loss. People have more trouble hearing in a variety of scenarios the more severely they are impaired (Halloran, 2005).

According to Mangal (2007), deafness is defined as a hearing impairment that is so severe that a kid, with or without amplification, is unable to receive linguistic information through hearing, which has a negative impact on the child's academic achievement. Deafness or hearing impairment, also referred to as hearing loss, is the inability to hear at all or difficulties hearing. Deafness can be partial or total, and it can come suddenly or gradually as people age. Deafness can be inherited (Irving, 2012). Sensorineural or conductive hearing impairment are also possible. Damage to the auditory pathways in the central nervous system, starting with the cochlea and auditory

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

nerve and extending to the brain stem and cerebral cortex, results in sensorineural hearing loss, which hinders or interferes with the interpretation of the audio information. Damage to the middle or outer ear that prevents sound waves from reaching the cochlea is known as conductive hearing loss. Genetics, infections, cancers, accidents, and aging-related "old hearing" are among the causes (Cawthon, 2001).

The employee of a school with the most managerial responsibilities is the headmaster/headmistress, headteacher, head, school administrator, principal, or school director (other titles may be used).

The head teacher has a significant impact on the school environment, and his leadership responsibilities are essential to the process of school development. School leadership is defined by Wanzare and Da Costa (2001) as the actions made by the head teacher to create positive working circumstances and surroundings for both teachers and students that have an impact on academic achievement. As a result, school leadership is essential since it improves teachers' work performance, which in turn leads to improved educational results. The primary duty of the head teacher, who is often the most senior instructor in the school, is to oversee all of the operations of the institution. These include the seamless operation of the school, the administration of the instructors, the academic progress or learning of the students, and the application of the school's policies.

Although some head teachers have certain teaching responsibilities, their primary role as the most experienced teacher in the school is to give leadership and vision for the institution rather than actively participate in its teaching and learning activities. The head of the school has a management and administrative role that involves some desk work. This means that in order to provide a productive, orderly learning environment, the head teacher's job is managing, organizing, and administering the school on a daily basis. It has been demonstrated that strong school leaders greatly raise the academic achievement of every student, at least in part because they have an influence on hiring and retaining qualified teachers (Branch et al., 2013).

According to Harris and Chapman (2002), who cited Ofsted (2000), strong leadership is widely acknowledged as a crucial component of school reform. According to a Hopkins (2001) research, leadership plays a crucial role in ensuring school reform and progress. Effective school leadership and student learning are positively correlated, according to a number of studies (Day, 2000: Fullan, 2001: Cotton, 2003: Leithwood, Harris & Hopkins, 2008). Despite this, it is well known that basic school head teachers have several challenges in running their institutions in the majority of developing nations, including Ghana (Harber & Davies, 2002). According to Bush and Oduro (2006), Ghana is making an effort to help educational leaders carry out their duties in an efficient manner, but these efforts have not been successful in providing them with the information, abilities, and skills necessary to carry out their duties as school managers.

A study looks into the difficulties Ghanaian head teachers have when running special schools. A qualitative research design was used to carry out the investigation. For the study, a sample of nine of the twenty-nine head teachers was selected. Every head teacher emphasized that they faced several difficulties that had an impact on how the schools are run. According to the survey participants, the primary issue was the lack of motivation among Ghanaian special education instructors. In order to enable school

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

management to obtain the resources required for efficient teaching and learning in the special schools, the study suggested that special incentive packages be established for teachers in the schools and that the Ministry of Education should promptly release funds to the schools (Kumedzro, 2019).

Ten special education school principals were interviewed by Kizir and Memissoglu (2017) in a study carried out in Turkey to learn more about their opinions on (a) the comprehensiveness and clarity of special education policies; (b) whether the policies are sufficient to protect all people with disabilities; and (c) the challenges they encountered when putting the policies into practice. According to seven out of 10 principals, the legislation's wording was overly wide and unclear. One principal, for instance, claimed that several phrases were hard to grasp because their meanings were not clearly conveyed. d. According to eight out of 10 principals, not all disability groups were adequately represented by the SPED law. Furthermore, every principle indicated that the law was insufficient to meet their demands as SPED principals. Additionally, a principal indicated that while the law was well-written and comprehensive, it was insufficient to address the problems they saw in school settings when applied in practice; as a result, they were experiencing challenges putting the legislation into practice.

School districts are having trouble locating SPED instructors with the necessary training, according to the U.S. Department of Education (U.S. Department of Education, 2006). According to Brownell et al. (2010), teacher preparation programs do not adequately impart all the information and abilities required to effectively educate children with impairments. However, according to Wakeman et al. (2006), a large number of school administrators do not obtain adequate formal pre-service and in-service training. According to reports, special education administrators expressed insufficient confidence in special education instructors' capacity to instruct kids with disabilities in a way that satisfies state requirements (Defur, 2002).

The need for SPED instructors has been rising in the US in tandem with the rise in the number of kids with disabilities enrolled in schools (Billingsley, 2004a). Nonetheless, compared to their contemporaries in normal education, SPED instructors have a greater turnover rate (Katsiyannis et al., 2003). The study found that teachers' decisions to leave teaching were influenced by a number of factors, including higher levels of job-related stress (Fore et al., 2002; Stempien & Loeb, 2002), particular difficulties encountered in the classroom (Major, 2012), a lack of administrative support (Bianca, 2011; Conley & You, 2017), and a lack of teaching experience (Conley & You, 2017). Teachers' primary motivation for remaining in the profession was the adequate degree of support they received from administrators (Conley & You, 2017). According to a survey, 40% of educators quit their jobs because they didn't like the assistance they received from their administrators (Marvel et al., 2006). Additionally, instructors' retention in the profession was greatly influenced by the assistance they got in their early years (Bianca, 2011). According to Conley and You (2017), SPED instructors who received enough assistance were less likely to plan to leave the classroom.

According to Brownell et al. (2010), teacher preparation programs do not adequately impart all the information and abilities required to effectively educate children with impairments. However, according to Wakeman et al. (2006), a large number of school principals do not obtain adequate formal preservice and in-service

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

training. According to reports, special education administrators expressed insufficient confidence in special education instructors' capacity to instruct kids with disabilities in a way that satisfies state requirements (Defur, 2002). Effective SPED teachers can be developed by SPED principals in the following ways: (a) by hiring more selectively (Harris et al., 2010); (b) by encouraging more interactions between teachers; (c) by mentoring new teachers to improve their teaching abilities (Wang et al., 2008); and (d) by providing support for teacher development through professional development.

According to Bianca (2011), the primary goal of local school administration should be to deliver high-quality instruction, which appears challenging given the low amount of state and federal resources available for special education. With the help of its many professional members and divisions, the Council of Exceptional Children (CEC) has been hosting the largest professional special education conferences on a regular basis. As the spokesperson for evidence-based practices in special education (SPED), the CEC's contributions are taken into account by policymakers in the area as well as by academics and other experts (Fiedler & Van Haren, 2009). According to the survey, 46% of participants—including administrators and teachers—reported knowing very little or nothing about the CEC-announced standards of ethics. Additionally, the research revealed notable distinctions between SPED principals and teachers about the manner and degree of advocacy. More advocacy for students with disabilities was reported by SPED principals than by SPED instructors. According to a different research by Rock et al. (1992), special education principals took part in a lot more advocacy activities than special education instructors.

According to McLaughlin (2012), school administrators have been urged to encourage cooperative behaviors between instructors and between teachers and principals. School administrators are aware that it is their administrative duty to ensure that their schools provide high-quality services (Fiedler & Van Haren, 2009). Collaboration among special education instructors was associated with reduced stress levels and higher levels of dedication and work satisfaction (Berry, 2012; Gehrke & Murri, 2006). Additionally, the material also mentioned the cooperation between parents and school staff. In their interviews with SPED instructors, Fiedler and Van Haren (2009) inquired about the parents' readiness to work together. According to the study's findings, just 20% of them were open to working with their parents.

According to Male and Rayner's (2007) survey of head teachers at schools for students with speech and language disabilities, these institutions must adapt to the needs of a student body that is becoming more diverse and includes a comparatively high number of students with profound and multiple learning disabilities. The tiny but increasing number of students with a life-limiting illness was also noteworthy.

Statement of the Problem

Leadership plays very effective role in the management of the educational institutions. When it comes to special education, the role of leadership becomes more effective, dynamic, and action oriented to improve learning and rehabilitate the children with special needs. Children with hearing impairment are required to be given special acoustic environment, audiological assessment services, speech therapy interventions, and sign / spoken language techniques etc. for their effective grooming in the educational setup. The role of special education head teachers is very vital to handle such children with

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

hearing loss. Thereby, they face numerous challenges to provide effective special education services to this community. Keeping above in view, the present study aimed to explore the challenges faced by the headteachers in special education schools of students with hearing impairment.

Objectives of the Study

Following were the objectives of the study:

1. To explore the monetary challenges faced by the headteachers in special education schools of students with hearing impairment.
2. To assess the management challenges faced by the headteachers in special education schools of students with hearing impairment.
3. To ascertain the discipline challenges faced by the headteachers in special education schools of students with hearing impairment.

Research Questions

Following were the research questions:

1. What are the monetary challenges faced by the headteachers in special education schools of students with hearing impairment?
2. What kind of management challenges faced by the headteachers in special education schools of students with hearing impairment?
3. What kind of discipline challenges faced by the headteachers in special education schools of students with hearing impairment?

Significance of the Study

The researcher aimed to investigate the challenges faced by the headteachers in special education schools of students with hearing impairment. The study will be helpful in overcoming the challenges faced by the school headteachers of the special education schools students with hearing impairment. The study will help to cope with financial problems of the headteachers in special education schools of students with hearing impairment.

Research Methodology

Research methodology is a system of principles and methods of organization constructions theoretical and practical activity and also the teaching about the system. Following methodology was used in the present research. For collecting relevant information and data in order to arrive at reliable conclusions certain methods and procedures are required for all educational investigations. The methods of studying a problems is influenced by many factors such as the nature of problems, the place where the research is to be conducted and other resources available to the research.

Nature of the Research

It was a descriptive research conducted to explore the challenges faced by the headteachers in special education schools of students with hearing impairment. The study was quantitative based in which descriptive methodology was applied.

Design of the Research

Survey design was utilized in the research for the purpose of data collection from the study respondents in terms of a questionnaire.

Population of the study

The population of this research project was Public Special Education Schools of Faisalabad Division. All the headteachers and their second in command (deputy

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

headmasters) comprised of the population of the study. Only the Special Education Schools of students with hearing impairment were made the part of the study.

Sampling Technique

Investigator selected the sample by using convenient sampling technique. The sample of 40 Public Special Education Schools for the students with hearing impairment Schools were chosen from which the sample of the study was selected for data collection.

Sample of the Study

Mugenda and Mugenda (2003) point out that sampling is a process of selecting a small group of individuals to represent a larger group in a study. Researcher selected forty public and private special education schools/centers of division Faisalabad, working for the students with hearing impairment. Researcher selected a sample of 40 headmasters/deputy headmasters from the public and private special education schools for the data collection. The detail of the sample is as under:

1. Public and private schools of District Faisalabad	-	16
2. Public and private schools of district Toba Tek Singh	-	8
3. Public and private schools of district Chiniot	-	8
4. Public and private schools of district Jhang	-	8
Total	-	40

Instrumentation

Questionnaire in the form of five point Likert scale containing 42 statements was used for this research as a research instrument. The respondents were required to mark against each item according to their opinion. The questionnaire of was based on the following options:

1. Absolutely Dissatisfied (AD)	-	1
2. Moderately Dissatisfied (MD)	-	2
3. Neither Satisfied Nor Dissatisfied (NSND)	-	3
4. Moderately Satisfied (MS)	-	4
5. Absolutely Satisfied (AS)	-	5

The questionnaire entails the information regarding the demographic attributes of the headteachers of the special education schools of students with hearing impairment. The statements were classified into three factors such as monetary challenges, management challenges and disciplinary challenges. Each factor contained fourteen items with five point likert scale choices.

Reliability and Validity of Instrument

Validity seeks to establish if instrument measures what it is purported to measure (Orodho, 2004). Validity of the research instrument was assessed by professionals in the field and included research experts such as supervisors and lecturers in the Department of Special Education. Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Gay, 1992). Researcher used SPSS software to assess the reliability index of the questionnaire through Chronbach alpha statistics. The reliability index score of $r=0.91$ indicated that questionnaire ready to be used for the study having adequate consistency.

Data Collection

Researcher visited the public and private special education schools of the students with hearing impairment of division Faisalabad including its districts i.e. Toba Tek Singh,

Journal of Management & Social Science
VOL-2, ISSUE-1, 2025

Chiniot and Jhang. Researcher got the permission from the schools headmasters and visited the schools. Researcher met with headteachers and deputy headteachers of the public and private special education schools and shared the necessary information regarding the research. The nature of study objectives and procedure to complete the questionnaire was also shared with them. The completed questionnaires were taken back at the spot.

Data Analysis

After the collection of questionnaires the researcher made a list of schools and students providing data. Different information was recorded on different sheets. This record was then converted into the form of tables, entries were made and percentage was calculated and entered in the tables.

Results Of The Study

The study aimed to assess the challenges faced by the headteachers in special education schools of students with hearing impairment. The study results are as under:

Table 1: Demographic attributes

Study Variables	f	%
Gender variable		
Male	14	35.0
Female	26	65.0
Leadership Experience		
1-10 Years	16	40.0
11-20 Years	18	45.0
21 Years & above	6	15.0
Qualification		
Masters	30	75.0
M.Phil	8	20.0
Ph.D	2	5.0
Locality		
Urban	35	87.5
Rural	5	12.5
Marital Status		
Married	39	97.5
Single	1	2.5
Age of Respondents		
21-30 Years	4	10.0
31-40 Years	19	47.5
41-50 Years	13	32.5
51 Years & above	4	10.0
Sector		
Public	37	92.5
Private	3	7.5
School Level		
Primary School	18	45
Middle School	10	25
High School	6	15

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

Higher Secondary School

6

15

The demographic attributes of the respondents showed in Table 1 indicated that 35% participants were male whereby 65% participants were female. It revealed that 10% participants were the part of age group 20-30 years, 47.5% were the part of 31-40 years, 32.5% were from 41-50 years age group and 10% were the part of age group 51 years and above. Status of leadership experience of the participants indicated 40% participants had 1-10 years of experience, 45% had 11-20 years of experience, whereby 15% had 21 years & above experience. Qualification based categorization of the study participants showed that 75% participants had Master level of qualification, 20% had M.Phil level of qualification, whereby 5% had Ph.D level experience. Locality status of the participants indicated that 87.5% were resident of urban locality, whereby 12.5% were the residents of rural locality. Marital status pointed that 97.5% were married, whereby 2.5% participants were still single. Sector based categorization of the study participants revealed that 92.5% participants were the part of public sector institutes, whereby 7.5% participants were the part of private sector institutes. Demography of institute of the study participants showed that 45% participants belonged to primary schools, 25% middle schools, 15% high schools whereby 15% belonged to higher secondary schools.

Table 2: Monetary challenges faced by the headteachers

Sr. No.	Monetary Challenges	N	Mean	S.D
1.	Poor budget allocations.	40	2.95	1.218
2.	Troublesome budget preparation process.	40	2.90	1.194
3.	Difficult accounting bills processing.	40	3.10	1.215
4.	Plenty of govt. taxes on the bills.	40	3.33	1.492
5.	Extra charges are paid to account office officials for bills.	40	3.33	1.509
6.	Unnecessary delay in bills processing.	40	3.65	1.406
7.	Untrained clerical staff in managing the budget and bills.	40	3.35	1.350
8.	Difficulty to follow PPRA rules.	40	2.87	1.324
9.	Inadequate purchasing powers of a headmaster.	40	2.95	1.339
10.	Unable to fulfill all school needs via public budget.	40	3.12	1.223
11.	Unable to manage all incentives for HI students.	40	2.90	1.172
12.	Meager budget for school renovation.	40	3.42	1.238
13.	Inadequate budget for maintenance of school items.	40	3.03	1.187
14.	Poor support for repair and maintenance of schools buses.	40	3.03	1.387

Note: N=Number, PPRA=Public Procurement Regulatory Authority, S.D=Standard Deviation, HI=Hearing impairment

Table 2 pointed out the monetary challenges encountered by the headteachers of special education schools of students with hearing loss. It was inferred that one third of the participants (M=2.95, SD=1.218) inclined that poor budgetary allocations are made for the school. One third of the participants (M=2.90, SD=1.194) said that process of budget preparation is troublesome. Almost half of the respondents were agreed (M=3.10, SD=1.215) with the idea that process of accounting bill processing is difficult. Half of the participants (M=3.33, SD=1.492) inclined with the idea that they have to pay plenty of govt. taxes on the bills. More than half of the respondents (M=3.33, SD=1.509) agreed that extra charges are paid to account office officials for passing of bills. A large number

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

of respondents ($M=3.65$, $SD=1.406$) favored the idea that they unnecessary delay in processing of bills. More than half of the study participants inclined ($M=3.35$, $SD=1.350$) with the idea that there is untrained clerical staff in managing the budget and bills in the special education schools.

The results indicated that less than half of the participants ($M=2.87$, $SD=1.324$) dissatisfied with idea that they face difficulty in following PPRA rules. Less than half of the participants ($M=2.95$, $SD=1.339$) dissatisfied that headmasters have inadequate purchasing powers. Almost one third of the respondents ($M=3.12$, $SD=1.223$) favored the idea that they are unable to fulfill all schools needs through public monetary support. One third of the participants ($M=2.90$, $SD=1.172$) dissatisfied that they are unable to manage all incentives for students with hearing impairment. Almost half of the respondents ($M=3.42$, $SD=1.238$) dissatisfied that they get meager budget for school renovation. About half of respondents ($M=3.03$, $SD=1.187$) favored the idea that they get inadequate budget for maintenance of school items. Less than half of the study participants ($M=3.03$, $SD=1.387$) dissatisfied with the idea that they get poor support for repair maintenance of school buses.

The headteachers of special education schools of students with hearing impairment were facing various monetary challenges including poor budgetary allocations, troublesome budget preparation process, difficult accounting bill processing, paying plenty of govt. taxes, paying of extra charges to account office officials for bills passing, unnecessary delay in bill processing, and untrained clerical staff in managing the budget and bills. Headteachers face problems to fulfill all schools needs through monetary allocations, and low budget allocations for maintenance of school items.

Table 3: *Management challenges faced by the headteachers in special education schools of students with hearing impairment*

Sr. No.	Management Challenges	N	Mean	S.D
1.	Insufficient hearing aids.	40	2.60	1.533
2.	Non-availability of speech therapist.	40	2.93	1.716
3.	Untrained speech therapists.	40	2.50	1.519
4.	Poor behavior management services of the psychologists.	40	2.50	1.485
5.	Lack of availability of modern and adequate audiometers.	40	3.37	1.372
6.	Lack of trained audiologist/audiometrists.	40	3.18	1.567
7.	Shortage of teachers.	40	3.50	1.649
8.	Lack of coordination among the professionals and teachers.	40	3.10	1.374
9.	Non-cooperative attitude of the staff with headteachers.	40	2.70	1.418
10.	Political lobbying by the staff.	40	2.68	1.421
11.	Insufficient furniture.	40	2.65	1.369
12.	Incapacious rooms.	40	2.70	1.344
13.	Inability to follow acoustic considerations for the deaf.	40	2.58	1.217
14.	Non-availability of standardized assessment and intervention tools.	40	3.45	1.395

Note: N=Number, S.D=Standard Deviation

Journal of Management & Social Science
VOL-2, ISSUE-1, 2025

Table 3 pinpointed the management challenges encountered by the headteachers of special education schools of students with hearing loss. The results indicated that most of the participants (M=2.60, SD=1.533) disfavored that school has insufficient hearing aids. Almost half of the participants (M=2.93, SD=1.716) said that speech therapists are not available in the schools. More than of the respondents were disfavored (M=2.50, SD=1.519) the idea that schools have untrained speech therapists. More than half of the participants dissatisfied (M=2.50, SD=1.485) with the idea that psychologists have poor behavior management services. Almost half of the respondents (M=3.37, SD=1.372) agreed that schools have lack of modern and adequate audiometers. Almost half of respondents (M=3.18, SD=1.567) favored the idea that schools have lack of trained audiologist/audiometrists. A great number of the study participants inclined (M=3.35, SD=1.350) with the idea that schools have shortage of special education teachers.

The study results pointed out that less than half of the participants (M=3.10, SD=1.374) satisfied with idea that there is lack of coordination among the professionals and teachers. About half of the participants (M=2.70, SD=1.418) dissatisfied that staff show non-cooperative attitude with the headteachers. Half of the respondents (M=2.68, SD=1.421) dissatisfied with the idea that staff do political lobbying in school. Half of the participants (M=2.65, SD=1.169) dissatisfied that school has insufficient furniture. Less than half of the respondents (M=2.70, SD=1.344) dissatisfied that school has incapacious rooms. About half of respondents (M=2.58, SD=1.217) disfavored the idea that they are unable to follow acoustic considerations for the deaf. Most of the study participants (M=3.45, SD=1.395) inclined with idea that school face problem of non-availability of standardized assessment and intervention tools.

The headteachers of special education schools of students with hearing impairment were facing numerous management challenges incorporating shortage of speech therapists, lack of modern and adequate audiometers, lack of trained audiologist/audiometrists, shortage of special education teachers, lack of coordination among professionals and teachers, and non-availability of standardized assessment as well as intervention tools.

Table 4: *Disciplinary challenges faced by the headteachers in special education schools of students with hearing impairment*

Sr. No.	Disciplinary Challenges	N	Mean	S.D
1.	Late arrival of teachers.	40	2.85	1.594
2.	Late arrival of staff.	40	2.70	1.471
3.	Long absence of teachers	40	2.70	1.418
4.	Long absence of staff	40	2.17	1.217
5.	Prolonged absence of students.	40	3.15	1.210
6.	Behavioral problems of students.	40	3.38	1.213
7.	Staff brawls.	40	2.88	1.181
8.	Gender based challenges of co-education.	40	3.23	1.405
9.	Uncontrolled noise of the students.	40	2.83	1.483
10.	Excessive use of social media by the teaching staff.	40	2.98	1.368
11.	Short leaves of the teachers.	40	3.03	1.544
12.	Poor control of teachers on students.	40	3.02	1.441
13.	Inadequate attention of the staff to control the deaf	40	3.20	1.381

Journal of Management & Social Science
VOL-2, ISSUE-1, 2025

	students.			
14.	Students skipping from classes.	40	3.15	1.460

Note: N=Number, S.D=Standard Deviation

Table 4 exhibited the disciplinary challenges encountered by the headteachers of special education schools of students with hearing loss. The results indicated that half of the participants (M=2.85, SD=1.594) disfavored that school teachers arrive late in school. Half of the participants (M=2.70, SD=1.471) dissatisfied with the idea that non-teaching staff arrive late in school. Almost half of the respondents disfavored (M=2.70, SD=1.418) the idea that teachers show long absenteeism. A large number of the participants dissatisfied (M=2.17, SD=1.217) with the idea that non-teaching staff show long absenteeism. Almost half of the respondents (M=3.15, SD=1.210) agreed that students show prolong absenteeism. Most of respondents (M=3.38, SD=1.213) favored the idea that they have to deal with students behavioral problems. One third of the study participants inclined (M=2.88, SD=1.181) with the idea that staff brawls with each other.

The upshot of study showed that less than half of the participants (M=3.23, SD=1.405) satisfied with idea that they have to face gender base challenges of co-education in school. More than half of the participants (M=2.83, SD=1.483) dissatisfied that they have to face uncontrolled noise of the students. One third half of the respondents (M=2.98, SD=1.368) satisfied with the idea that teaching staff excessively use social media in school. Half of the participants (M=3.03, SD=1.544) satisfied that teachers proceed on short leaves. Almost half of the respondents (M=3.02, SD=1.441) dissatisfied that teachers have poor control over the students. Half of respondents (M=3.20, SD=1.381) favored the idea that non-teaching staff show inadequate attention to control the deaf students. Half of the study participants (M=3.15, SD=1.460) inclined with idea that students do skipping from the classes.

The headteachers of special education schools of students with hearing impairment were facing several disciplinary challenges including prolonged absenteeism of the deaf students, behavioral problems of the deaf students, staff brawls, gender based challenges of co-education, excessive use of social media by the teachers, excessive short leaves of teachers, lack of attention of non-teaching staff to control deaf students, and skipping of deaf students from the classes.

Table 5: Level of various challenges faced by the headteachers of special education schools of students with hearing impairment

	M	SD	Level
Monetary Challenges	3.1375	.86298	Higher level
Management Challenges	2.8875	.93270	Low Level
Disciplinary Challenges	2.9464	.87970	Moderate Level

Note: M=Mean, SD=Standard Deviation

Table 5 indicated level of various challenges faced by the headteachers of special education schools of students with hearing impairment. It was inferred that higher level of monetary challenges (M=3.13, SD=0.862), moderate level of disciplinary challenges (M=2.94, SD=0.879), whereby low level of management challenges (M=2.88, SD=0.932) were faced by the headteachers of special education schools of students with hearing impairment.

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

Findings of the Study

The study was carried out to explore the monetary, management and disciplinary challenges faced by the headteachers of special education schools of the students with hearing impairment.

The monetary challenges faced by headteachers of special education schools for students with hearing loss included poor budget allocations ($M=2.95$, $SD=1.218$) and a troublesome budget preparation process ($M=2.90$, $SD=1.194$). Nearly half agreed that bill processing is difficult ($M=3.10$, $SD=1.215$) and that they pay significant government taxes on bills ($M=3.33$, $SD=1.492$). More than half noted extra charges paid to account office staff ($M=3.33$, $SD=1.509$) and delays in bill processing ($M=3.65$, $SD=1.406$). Respondents also cited untrained clerical staff ($M=3.35$, $SD=1.350$), limited ability to meet school needs with public funds ($M=3.12$, $SD=1.223$), and inadequate maintenance budgets ($M=3.03$, $SD=1.187$).

The management challenges faced by headteachers of special education schools for students with hearing loss showed that nearly half reported the absence of speech therapists ($M=2.93$, $SD=1.716$) and inadequate audiometers ($M=3.37$, $SD=1.372$). Many respondents also noted a lack of trained audiologists ($M=3.18$, $SD=1.567$) and a shortage of special education teachers ($M=3.35$, $SD=1.350$). Less than half cited poor coordination among professionals ($M=3.10$, $SD=1.374$), while most participants highlighted the unavailability of standardized assessment and intervention tools ($M=3.45$, $SD=1.395$).

The disciplinary challenges faced by headteachers of special education schools for students with hearing loss included prolonged student absenteeism ($M=3.15$, $SD=1.210$) and frequent behavioral problems ($M=3.38$, $SD=1.213$). Some participants reported staff conflicts ($M=2.88$, $SD=1.181$) and gender-based challenges in co-educational settings ($M=3.23$, $SD=1.405$). Others noted excessive social media use by teachers ($M=2.98$, $SD=1.368$), frequent short leaves ($M=3.03$, $SD=1.544$), lack of attention from non-teaching staff ($M=3.20$, $SD=1.381$), and students skipping classes ($M=3.15$, $SD=1.460$).

Various challenges faced by the headteachers of special education schools of students with hearing impairment. It was inferred that higher level of monetary challenges ($M=3.13$, $SD=0.862$), moderate level of disciplinary challenges ($M=2.94$, $SD=0.879$), whereby low level of management challenges ($M=2.88$, $SD=0.932$) were faced by the headteachers of special education schools of students with hearing impairment.

Conclusions of the Study

The study was carried out to ascertain the monetary, management and disciplinary challenges faced by the headteachers of special education schools of the students with hearing impairment. It was concluded that:

- The headteachers of special education schools of students with hearing impairment were facing various monetary challenges including poor budgetary allocations, troublesome budget preparation process, difficult accounting bill processing, paying plenty of govt. taxes, paying of extra charges to account office officials for bills passing, unnecessary delay in bill processing, and untrained clerical staff in managing the budget and bills. Headteachers face problems to fulfill all schools needs through monetary allocations, and low budget allocations for maintenance of school items.
- The headteachers of special education schools of students with hearing impairment were facing numerous management challenges incorporating shortage of

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

speech therapists, lack of modern and adequate audiometers, lack of trained audiologist/audiometrists, shortage of special education teachers, lack of coordination among professionals and teachers, and non-availability of standardized assessment as well as intervention tools.

- The headteachers of special education schools of students with hearing impairment were facing several disciplinary challenges including prolonged absenteeism of the deaf students, behavioral problems of the deaf students, staff brawls, gender based challenges of co-education, excessive use of social media by the teachers, excessive short leaves of teachers, lack of attention of non-teaching staff to control deaf students, and skipping of deaf students from the classes.
- Higher level of monetary challenges, moderate level of disciplinary challenges, whereby low level of management challenges were faced by the headteachers of special education schools of students with hearing impairment.

Recommendations

The study aimed to explore the challenges faced by the headteachers in special education schools of students with hearing impairment. There is a need to allocate the reasonable budget to the special education schools. Govt. should help to provide modern technological tools including audiometer for the assessment of the students with hearing impairment. The staff should be held responsible to control the students in the classes to eliminate the behavioral issues of the students.

The office staff should be given special training for the budget preparation. The account office should be advised to process the accounting bills of the special schools without any unnecessary delay. Govt. should recruit the special education teachers, speech therapists, and audiologists/audiometrists. The school environment should kept safe and secure eliminating any brawls or political lobbying.

Future research may be conducted to explore the problems of headteachers of other domains of special education including intellectual disability, visual impairment, orthopedic impairment and autism spectrum disorder.

Limitations of the Study

Limitations are challenges anticipated or faced by the researcher (Kombo & Tromp, 2006). The data was only collected from the headteachers of the special education schools of students with hearing impairment of division Faisalabad, keeping in view the constraints of the title of the study.

Delimitation of the Study

The study was delimited to Headteachers of special education schools of division Faisalabad (district Chiniot, Toba Tek Singh, Jhang and district Faisalabad). Headteachers and deputy (Vice) headteachers of special education schools of division Faisalabad were engaged in the study for data collection. Only 40 headteachers of special education schools were involved.

Ethical Considerations

Researcher got the permission and consent of the headteachers of the public and private special education of the students with hearing impairment before the start of the research. The data collected from the respondents was also kept secretly to meet the ethical considerations criteria.

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

References

- Ainscow, M., Fox, S., & Coupe O'Kane, J. (2003). Leadership and Management in Special Schools. Nottingham: National College for School Leadership (NCSL).
- Baker, J. (2009). Special school headship in times of change: impossible challenges or golden opportunities?. *British Journal of Special Education*, 36(4), 191-197.
- Berry, A. B. (2012). The relationship of perceived support to satisfaction and commitment for special education teachers in rural areas. *Rural Special Education Quarterly*, 31(1), 3-14.
- Bianca, P. J. (2011). How school administrators influence the retention of teachers of students with emotional and behavioral disorders. *The Clearing House*, 84, 1-8.
- Billingsley, B. (2004a). Special education teacher retention and attrition: A critical analysis of the research literature. *Journal of Special Education*, 38, 39-55.
- bin Nordin, M. N., Hamdan, I. F. B., & Joni, E. K. E. (2021). Leading special education is not an easy job: expressions of headmasters and principals. *Turkish Journal of Physiotherapy and Rehabilitation*, 32, 3.
- Bluestone, C.D. (2003). *Pediatric Otolaryngology*. Saunders.
- Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013). School leaders matter. *Education Next*, 13(1), 62-69.
- Brill, R. G., MacNeil, B., & Newman, L. R. (1986). Framework for appropriate programs for deaf children. *American Annals of the Deaf*, 131, 65-77.
- Brownell, M., Bishop, A. G., Gersten, R., Klingner, J., Penfield, R., Dimino, J., Haager, D., Menon, S., & Sindelar, P. (2009). The role of domain expertise in beginning special education teacher quality. *Exceptional Children*, 75(4), 391-411.
- Bush, T., & Oduro, G. K. (2006). New principals in Africa: preparation, induction and practice. *Journal of educational administration*, 44(4), 359-375.
- Cawthon S. W. (2001). Teaching strategies in inclusive classrooms with deaf students. *Journal of deaf studies and deaf education*, 6(3), 212-225. <https://doi.org/10.1093/deafed/6.3.212>
- Chapman, C., Ainscow, M., Miles, S. & West, M. (2011). *Leadership that promotes the achievement of students with special educational needs and disabilities*. University of Manchester.
- Conley, S., & You, S. (2017). Key influences on special education teachers' intentions to leave: The effects of administrative support and teacher team efficacy in a mediational model. *Educational Management Administration & Leadership*, 45(3), 521-540.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, M. (2000). *Leading schools in times of change*. Buckingham Open University Press.
- Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., ... & Kington, A. (2009). *The impact of school leadership on pupil outcomes. Final report*. University of Nottingham Press and Sage.
- DeFur, S.H.; (2002). Education Reform, High-Stakes Assessment, and Students with Disabilities. *Remedial and Special Education*, 23(4), 203-211.
- Fiedler, C. R., & Van Haren, B. (2009). A comparison of special education administrators'

Journal of Management & Social Science

VOL-2, ISSUE-1, 2025

- and teachers' knowledge and application of ethics and professional standards. *The Journal of Special Education*, 43(3), 160–173.
- Fore, C., Martin, C., & Bender, W. N. (2002) Teacher burnout in special education: The causes and the recommended solutions. *The High School Journal*, 86, 36–44.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gay, L.R.C. (1992). *Educational researcher competencies for analysis and application*. New York. Macmillan Publishing Company.
- Gozler, A., Ozturk, M. E., & Karnas, M. (2023). The Challenges that Special Education School Principals Face: The Case of Turkiye. *International Journal of Psychology and Educational Studies*, 10(4), 966-975.
- Halloran, D. R., Wall, T. C., Evans, H. H., Hardin, J. M., & Woolley, A. L. (2005). Hearing screening at well-child visits. *Archives of pediatrics & adolescent medicine*, 159(10), 949-955.
- Harber, C., & Davies, L. (1997). *School Management and Effectiveness in Developing Countries*. Cassell: London.
- Harris, A., & Chapman, C. (2004). Democratic leadership for school improvement in challenging contexts. *Democratic Learning: The challenge to school effectiveness*, 6(9), 164-178.
- Health-Direct Australia (2024). *Hearing loss*. <https://www.healthdirect.gov.au/hearing-loss>
- Hopkins, D. (2001). *School Improvement for Real*. London Falmer Press.
- Irving, R. (2012). *What is deafness?* <https://www.topdoctors.co.uk/medical-dictionary/deafness>
- Jensen, B. (2012). *Catching up: Learning from the best school systems in East Asia*. Grattan Institute.
- Katsiyannis, A., Zhang, D., & Conroy, M. A. (2003). Availability of special education teachers: Trends and tests. *Remedial and Special Education*, 24(4), 246–53.
- Kizir, M., & Memişoglu, S. P. (2017). Özel eğitim okulu yöneticilerinin özel eğitim mevzuatına dair görüşleri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(4), 1994-2013.
- Kombo, K.D. & Tromp L .A. (2006). *Proposal and Theses Writing: An Introduction*. Nairobi: PPA.
- Kumedzro, F. K. (2019). Qualitative analysis of challenges facing headteachers in management of special schools in Ghana: implications for teacher retention. *West East Journal of Social Sciences*, 8(2), 202-214.
- Leithwood, K., & Seashore-Louis, K. (2011). *Linking leadership to student learning*. John Wiley & Sons.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Major, A. E. (2012). Job design for special education teachers. *Current Issues in Education*, 15(2), 1–7.
- Male, D. B., & Rayner, M. (2007). Who goes to SLD schools? Aspects of policy and provision for pupils with profound and multiple learning difficulties who attend special schools in England. *Support for Learning*, 22(3), 145-152.
- Mangal, S.K. (2007). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall.

Journal of Management & Social Science
VOL-2, ISSUE-1, 2025

- Marvel, J., Lyter, D. M., Peltola, P., Strizek, G. A. & Morton, B. A. (2006). *Teacher attrition and mobility: Results from the 2004–05 Teacher Follow-up Survey* (NCES 2007–307). U.S. Department of Education, National Center for Education Statistics. Government Printing Office.
- Mayo Clinic (2024). *Hearing Loss*. <https://www.mayoclinic.org/diseases-conditions/hearing-loss/symptoms-causes/syc-20373072>
- Mugenda, O., & Mugenda, A. (2003). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies.
- OFSTED (2000). *Improving City Schools*. London, Office for Standards in Education.
- Orodho, A.J. (2004). *Techniques of writing proposals and reports in education and social sciences: Nairobi*. Masola publishers.
- Rayner, S., Gunter, H., Thomas, H., Butt, G., & Lance, A. (2005). Transforming the school workforce: remodelling expenses in the special school. *Management in Education*, 19(5), 22-27.
- Robinson, V. M., Hohepa, M., & Lloyd, C. (2007). *School leadership and student outcomes: Identifying what works and why* (Vol. 41, pp. 1-27). Winmalee: Australian Council for Educational Leaders.
- Rock, S. L., Geiger, W. L., & Hood, G. (1992). CEC's standards for professional practice in advocacy: Members' attitudes and activities. *Exceptional Children*, 58, 541–547.
- Stempien, L. R. & Loeb, R. C. (2002) Differences in job satisfaction between general education and special education teachers. *Remedial and Special Education*, 23(5), 258–267.
- U.S. Department of Education. (2006). Personnel in fulltime equivalency of assignment) employed to provide special education and related services for children with disabilities. Office of Special Education Programs, Data Analysis System (DANS). <http://www.ideadata.org>.
- Wakeman, S. Y., Browder, D. M., Flowers, C., & Ahlgrim-DeLzell, L. (2006). Principals' Knowledge of Fundamental and Current Issues in Special Education. *NASSP Bulletin*, 90(2), 153–174.
- Wang, J., Odell, S. J., & Schwill, S. A. (2008). Effects of teacher induction on beginning teachers' teaching: A critical review of the literature. *Journal of Teacher Education*, 59, 132–152
- Wanzare, Z., & Da Costa, J. L. (2001). Rethinking instructional leadership roles of the school principal: Challenges and prospects. *The Journal of Educational Thought (JET)/Revue De La Pensée Éducative*, 269-295.